



## The New York State School Report Card [2012 - 13]

**NAME:** MINEOLA UFSD

**BEDS Code:** 280410030000

**SUPERINTENDENT :** Michael Nagler

**ADDRESS:** 121 JACKSON AVE, MINEOLA, NY 11501

**PHONE:** (516) 237-2001

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

# MINEOLA UFSD Enrollment (2012 - 13)

K-12 Enrollment: 2,623

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2012 - 13 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

## Students by Gender

Male		Female	
1,403	53%	1,220	47%

## Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	76	530	308	1,696	13
0%	3%	20%	12%	65%	0%

## Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
230	9%	416	16%	527	20%

## Students by Grade

Pre-K (Half Day)	Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade
144	221	229	192	216	211
5th Grade	6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade
193	185	12	202	193	194
10th Grade	11th Grade	12th Grade	Ungraded Secondary		
182	187	190	16		

## Average Class Size (2012 - 13)

Common Branch			
21			
Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
20	23	28	24
Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
26	18	22	20

## Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
357	14%	121	5%

## Attendance and Suspensions (2011 - 12)

Annual Attendance Rate	Student Suspensions	
96%	39	2%

## Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
31%	22%

## Staff Counts (2012 - 13)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
5	3	46	108

## Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	267	254	255
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	2%	2%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	66%	67%	67%
Total Number of Core Classes	625	574	494
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	1%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	0%	1%	1%
Total Number of Classes	895	806	757
Percent Taught by Teachers Without Appropriate Certification	0%	1%	1%

## High School Completers (2012 - 13)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	190	189	179	95%	123	65%
General Education	166	166	166	100%	122	73%
Students with Disabilities	24	23	13	57%	1	4%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Individualized Education Program (IEP) Diplomas	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	1	1%	10	5%	1	1%
General Education	1	1%	0	0%	0	0%
Students with Disabilities	0	0%	10	43%	1	4%

## High School Non-completers (2012 - 13)

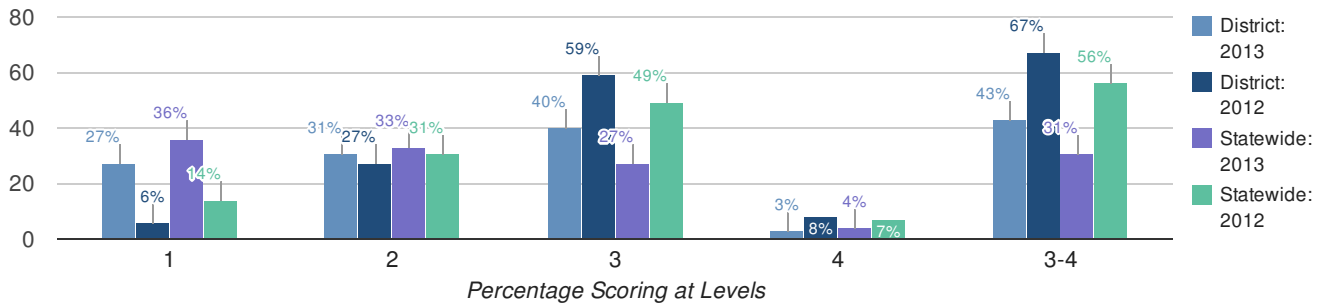
Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	—	—	—	—	—	—
General Education	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—

## Post-graduation Plans of Completers (2012 - 13)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
<b>All Students</b>	109	57%	67	35%	3	2%	1	1%
<b>General Education</b>	108	65%	50	30%	2	1%	1	1%
<b>Students with Disabilities</b>	1	4%	17	71%	1	4%	0	0%

Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
<b>All Students</b>	10	5%	0	0%	0	0%	0	0%
<b>General Education</b>	5	3%	0	0%	0	0%	0	0%
<b>Students with Disabilities</b>	5	21%	0	0%	0	0%	0	0%

# Grade 3 English Language Arts



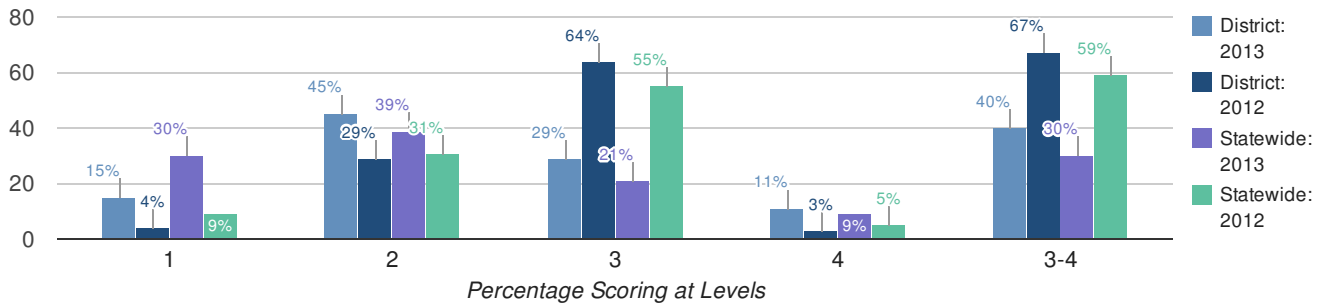
## Mean Score

2013	2012
307	670

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	214	27	31	40	3	43	211	6	27	59	8	67
General Education	181	21	32	44	3	47	179	3	23	65	9	74
Students with Disabilities	33	58	24	18	0	18	32	25	44	28	3	31
Asian or Native Hawaiian/Other Pacific Islander	22	14	23	64	0	64	27	—	—	—	—	—
Black or African American	9	33	22	44	0	44	3	—	—	—	—	—
Hispanic or Latino	47	43	30	28	0	28	44	18	43	36	2	39
White	136	23	33	40	4	44	137	3	23	64	10	74
Small Group Total	0	0	0	0	0	0	30	3	20	70	7	77
Female	93	23	30	43	4	47	104	8	24	58	11	68
Male	121	30	31	37	2	39	107	5	29	61	6	66
English Proficient	188	22	31	44	3	47	181	4	23	65	9	73
Limited English Proficient	26	62	31	8	0	8	30	20	50	27	3	30
Economically Disadvantaged	45	40	31	29	0	29	55	13	40	45	2	47
Not Economically Disadvantaged	169	23	31	43	4	46	156	4	22	64	10	74
Not Migrant	214	27	31	40	3	43	211	6	27	59	8	67



# Grade 4 English Language Arts

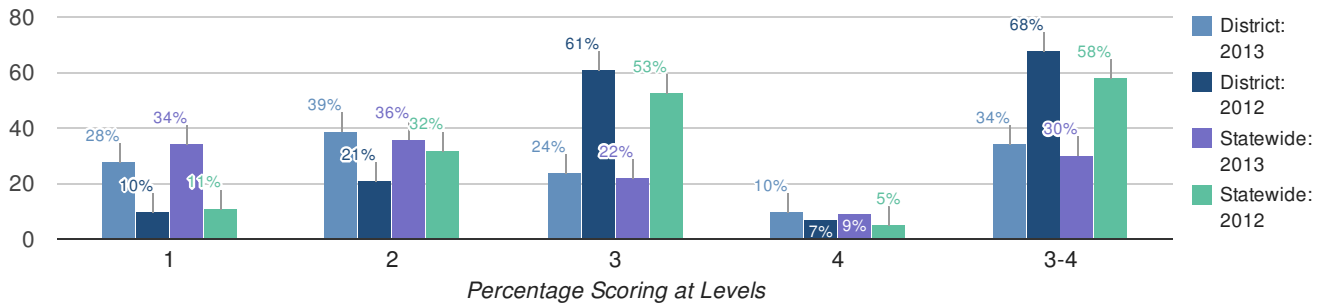


## Mean Score

2013	2012
310	679

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	205	15	45	29	11	40	187	4	29	64	3	67
General Education	171	5	47	35	13	47	148	1	22	74	3	77
Students with Disabilities	34	62	32	3	3	6	39	13	59	28	0	28
Asian or Native Hawaiian/Other Pacific Islander	27	—	—	—	—	—	22	0	18	82	0	82
Black or African American	3	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	45	29	58	9	4	13	34	3	53	41	3	44
White	129	11	43	34	12	47	125	5	22	70	3	73
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	31	10	35	39	16	55	6	0	83	17	0	17
Female	99	13	38	32	16	48	84	4	21	71	4	75
Male	106	16	51	26	7	33	103	4	36	58	2	60
English Proficient	185	12	44	32	12	44	168	4	24	68	3	71
Limited English Proficient	20	40	55	5	0	5	19	0	74	26	0	26
Economically Disadvantaged	39	28	51	13	8	21	41	7	54	39	0	39
Not Economically Disadvantaged	166	11	43	33	12	45	146	3	23	71	3	75
Not Migrant	205	15	45	29	11	40	187	4	29	64	3	67

# Grade 5 English Language Arts

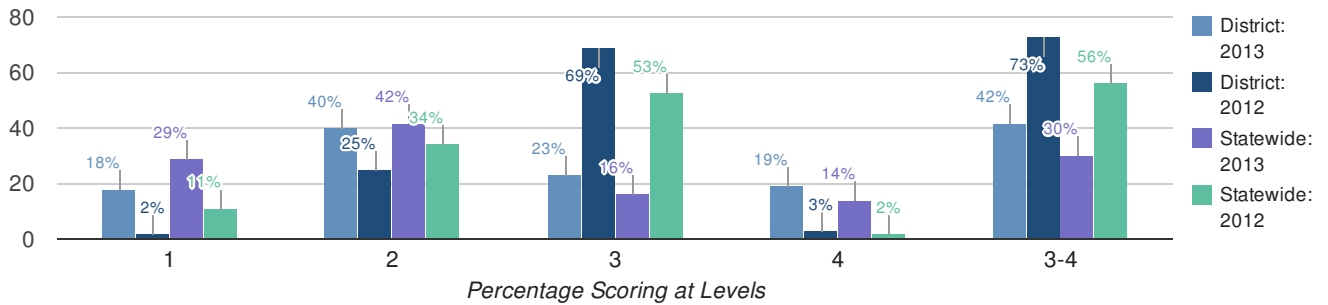


## Mean Score

2013	2012
305	673

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	194	28	39	24	10	34	184	10	21	61	7	68
General Education	157	18	41	29	12	41	155	3	19	70	8	79
Students with Disabilities	37	70	30	0	0	0	29	52	34	14	0	14
Asian or Native Hawaiian/Other Pacific Islander	24	13	33	38	17	54	19	0	21	63	16	79
Black or African American	5	40	20	40	0	40	7	—	—	—	—	—
Hispanic or Latino	39	46	33	18	3	21	31	10	39	52	0	52
White	126	25	42	22	11	33	126	11	17	64	8	72
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	8	25	25	50	0	50
Female	84	21	44	19	15	35	87	6	20	62	13	75
Male	110	33	35	27	5	33	97	14	23	61	2	63
English Proficient	181	25	39	25	10	36	174	7	21	64	7	71
Limited English Proficient	13	69	31	0	0	0	10	60	20	20	0	20
Economically Disadvantaged	38	50	34	16	0	16	40	18	28	53	3	55
Not Economically Disadvantaged	156	22	40	26	12	38	144	8	19	64	8	72
Not Migrant	194	28	39	24	10	34	184	10	21	61	7	68

# Grade 6 English Language Arts

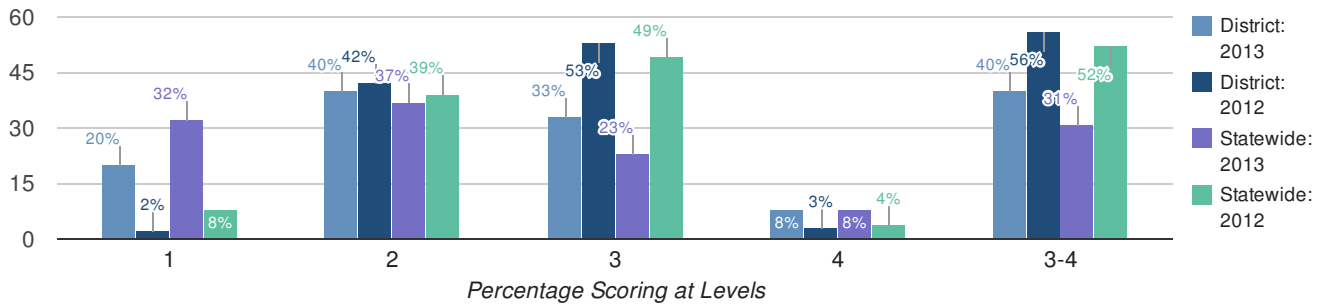


## Mean Score

2013	2012
309	669

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	181	18	40	23	19	42	205	2	25	69	3	73
General Education	153	7	43	27	23	50	179	1	18	77	4	81
Students with Disabilities	28	75	25	0	0	0	26	15	69	15	0	15
Asian or Native Hawaiian/Other Pacific Islander	16	6	56	19	19	38	35	3	20	71	6	77
Black or African American	7	29	29	43	0	43	4	—	—	—	—	—
Hispanic or Latino	32	25	53	16	6	22	28	—	—	—	—	—
White	126	17	36	24	24	48	138	3	25	69	3	72
Small Group Total	0	0	0	0	0	0	32	0	28	69	3	72
Female	84	14	39	18	29	46	104	2	23	73	2	75
Male	97	21	41	27	11	38	101	3	27	65	5	70
English Proficient	172	15	41	24	20	44	203	—	—	—	—	—
Limited English Proficient	9	78	22	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	36	25	50	8	17	25	37	5	32	59	3	62
Not Economically Disadvantaged	145	16	38	26	20	46	168	2	23	71	4	75
Not Migrant	181	18	40	23	19	42	205	2	25	69	3	73

# Grade 7 English Language Arts

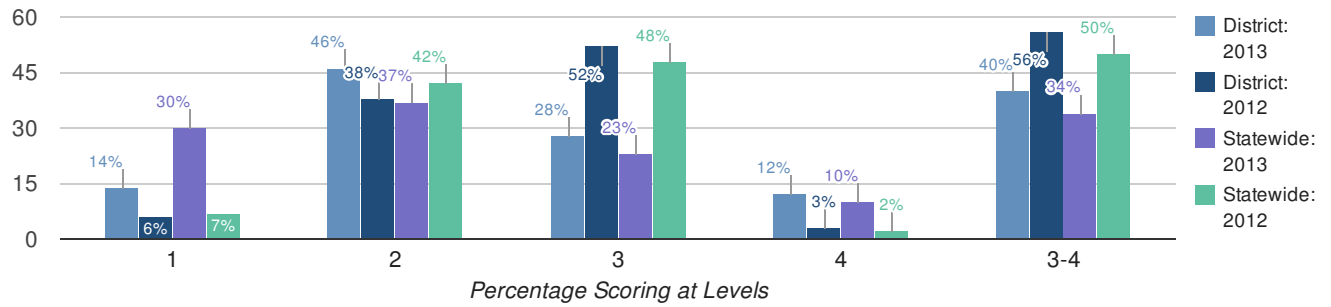


## Mean Score

2013	2012
309	668

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	200	20	40	33	8	40	194	2	42	53	3	56
General Education	172	14	40	37	9	46	162	0	35	62	4	65
Students with Disabilities	28	57	39	4	0	4	32	13	78	9	0	9
Asian or Native Hawaiian/Other Pacific Islander	33	15	24	55	6	61	19	—	—	—	—	—
Black or African American	3	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	29	—	—	—	—	—	30	3	60	37	0	37
White	135	19	41	30	9	39	141	2	39	55	4	59
Small Group Total	32	28	50	19	3	22	23	0	35	65	0	65
Female	99	16	38	37	8	45	81	1	32	60	6	67
Male	101	24	42	28	7	35	113	3	49	48	1	49
English Proficient	199	—	—	—	—	—	187	1	41	55	3	58
Limited English Proficient	1	—	—	—	—	—	7	29	71	0	0	0
Economically Disadvantaged	30	33	47	13	7	20	40	3	60	38	0	38
Not Economically Disadvantaged	170	18	39	36	8	44	154	2	37	57	4	61
Not Migrant	200	20	40	33	8	40	194	2	42	53	3	56

# Grade 8 English Language Arts

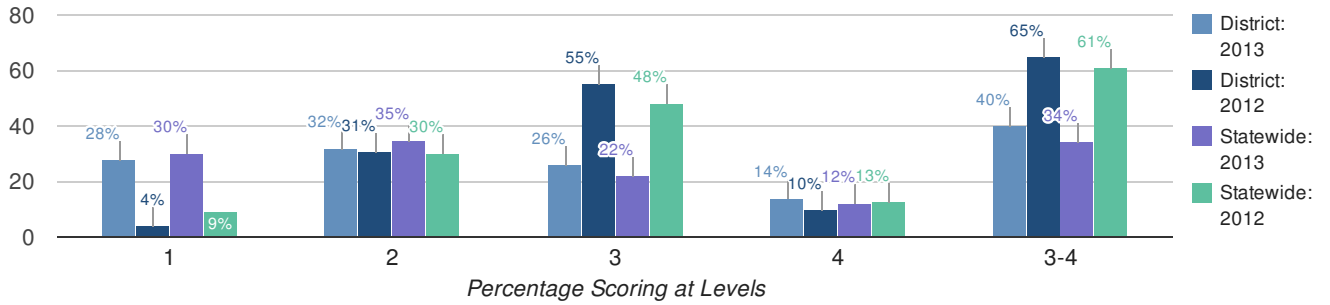


## Mean Score

2013	2012
309	662

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	191	14	46	28	12	40	189	6	38	52	3	56
General Education	167	10	45	32	13	45	156	3	31	62	4	66
Students with Disabilities	24	42	54	0	4	4	33	24	70	6	0	6
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	—	—	19	0	16	74	11	84
Black or African American	4	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	32	25	56	16	3	19	52	12	48	40	0	40
White	138	13	43	30	13	43	112	5	36	55	4	59
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	21	5	48	29	19	48	6	0	67	33	0	33
Female	79	9	43	29	19	48	93	3	33	59	4	63
Male	112	18	48	27	7	34	96	9	43	46	2	48
English Proficient	185	12	47	29	12	41	180	5	37	54	3	58
Limited English Proficient	6	83	17	0	0	0	9	33	56	11	0	11
Economically Disadvantaged	37	19	57	24	0	24	57	11	47	42	0	42
Not Economically Disadvantaged	154	13	44	29	15	44	132	5	34	57	5	61
Not Migrant	191	14	46	28	12	40	189	6	38	52	3	56

# Grade 3 Mathematics

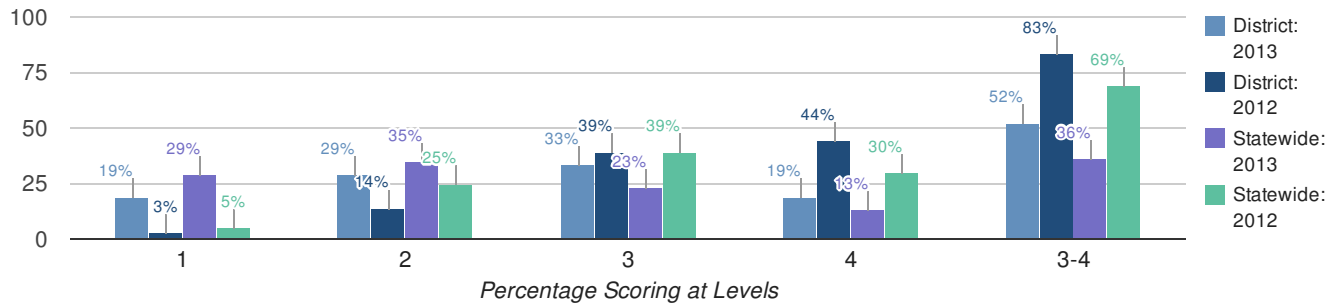


## Mean Score

2013	2012
303	690

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	219	28	32	26	14	40	210	4	31	55	10	65
General Education	185	23	33	29	16	44	178	2	26	61	12	72
Students with Disabilities	34	59	26	12	3	15	32	16	59	22	3	25
Asian or Native Hawaiian/Other Pacific Islander	24	13	29	33	25	58	26	—	—	—	—	—
Black or African American	9	33	44	11	11	22	3	—	—	—	—	—
Hispanic or Latino	50	48	32	18	2	20	44	9	55	34	2	36
White	136	24	32	29	16	45	137	3	24	61	12	73
Small Group Total	0	0	0	0	0	0	29	0	28	55	17	72
Female	95	26	35	28	11	39	103	2	31	58	9	67
Male	124	30	30	24	16	40	107	6	31	51	12	64
English Proficient	189	23	32	29	16	45	180	2	24	62	12	73
Limited English Proficient	30	63	30	7	0	7	30	13	70	13	3	17
Economically Disadvantaged	45	44	31	20	4	24	54	9	54	35	2	37
Not Economically Disadvantaged	174	24	32	28	16	44	156	2	23	62	13	75
Not Migrant	219	28	32	26	14	40	210	4	31	55	10	65

# Grade 4 Mathematics

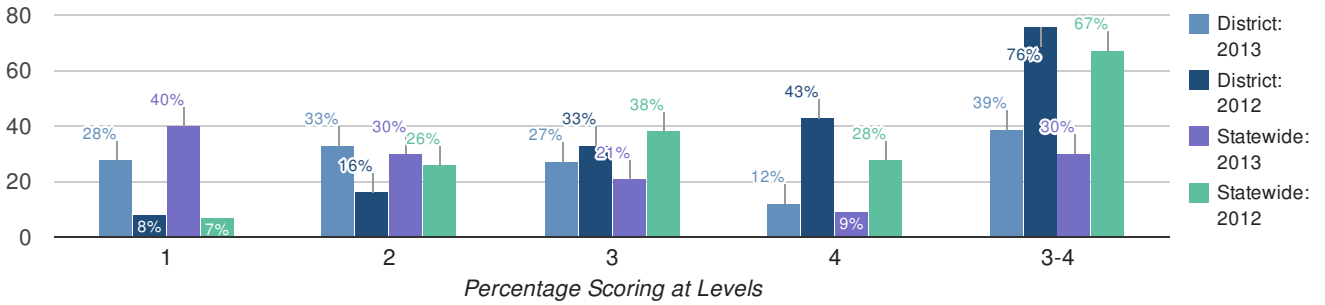


## Mean Score

2013	2012
311	702

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	205	19	29	33	19	52	190	3	14	39	44	83
General Education	170	10	32	36	22	58	151	1	10	39	50	89
Students with Disabilities	35	63	17	17	3	20	39	10	31	41	18	59
Asian or Native Hawaiian/Other Pacific Islander	27	—	—	—	—	—	22	0	5	27	68	95
Black or African American	3	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	45	33	42	18	7	24	34	6	15	65	15	79
White	129	16	28	37	19	56	128	2	13	36	48	84
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	31	10	16	39	35	74	6	0	67	17	17	33
Female	98	19	29	33	19	52	84	2	18	33	46	80
Male	107	19	30	34	18	51	106	3	11	44	42	86
English Proficient	185	16	29	35	21	56	169	2	9	41	48	89
Limited English Proficient	20	50	35	15	0	15	21	10	52	29	10	38
Economically Disadvantaged	39	33	44	18	5	23	42	7	21	45	26	71
Not Economically Disadvantaged	166	16	26	37	22	58	148	1	12	38	49	86
Not Migrant	205	19	29	33	19	52	190	3	14	39	44	83

# Grade 5 Mathematics



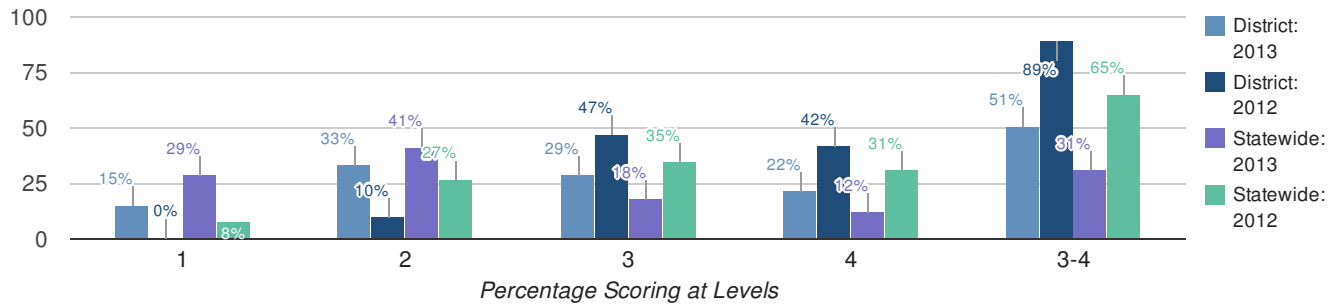
## Mean Score

2013	2012
310	693

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	196	28	33	27	12	39	187	8	16	33	43	76
General Education	160	18	34	33	15	48	158	3	12	35	50	85
Students with Disabilities	36	69	28	3	0	3	29	38	38	21	3	24
Asian or Native Hawaiian/Other Pacific Islander	25	8	28	28	36	64	18	0	6	33	61	94
Black or African American	5	60	0	40	0	40	7	—	—	—	—	—
Hispanic or Latino	41	46	37	15	2	17	34	12	26	44	18	62
White	125	24	34	30	11	42	127	7	15	30	48	78
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	8	25	13	38	25	63
Female	85	28	31	28	13	41	91	7	14	34	45	79
Male	111	27	35	26	12	38	96	9	18	32	41	73
English Proficient	180	24	34	28	13	42	175	5	16	34	45	79
Limited English Proficient	16	63	25	13	0	13	12	50	17	17	17	33
Economically Disadvantaged	40	43	40	18	0	18	43	16	28	35	21	56
Not Economically Disadvantaged	156	24	31	29	15	45	144	6	13	33	49	82
Not Migrant	196	28	33	27	12	39	187	8	16	33	43	76



# Grade 6 Mathematics

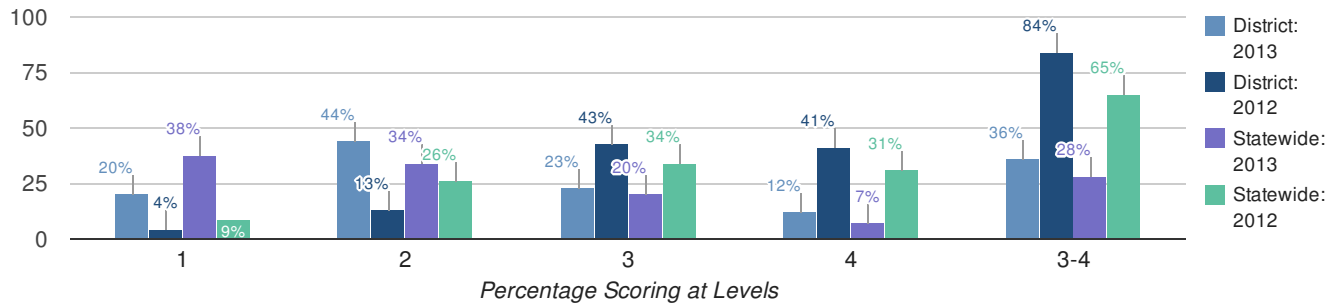


## Mean Score

2013	2012
316	697

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	183	15	33	29	22	51	204	0	10	47	42	89
General Education	155	6	34	34	26	60	178	0	10	43	47	90
Students with Disabilities	28	64	32	4	0	4	26	4	15	73	8	81
Asian or Native Hawaiian/Other Pacific Islander	17	0	41	24	35	59	34	0	3	44	53	97
Black or African American	7	43	29	14	14	29	4	—	—	—	—	—
Hispanic or Latino	33	33	42	21	3	24	28	—	—	—	—	—
White	126	11	30	33	26	59	138	1	9	46	44	91
Small Group Total	0	0	0	0	0	0	32	0	25	53	22	75
Female	86	17	28	31	23	55	104	1	11	41	47	88
Male	97	13	38	27	22	48	100	0	10	53	37	90
English Proficient	172	12	35	30	24	53	202	—	—	—	—	—
Limited English Proficient	11	73	9	18	0	18	2	—	—	—	—	—
Economically Disadvantaged	37	30	38	22	11	32	37	3	30	46	22	68
Not Economically Disadvantaged	146	12	32	31	25	56	167	0	6	47	47	94
Not Migrant	183	15	33	29	22	51	204	0	10	47	42	89

# Grade 7 Mathematics

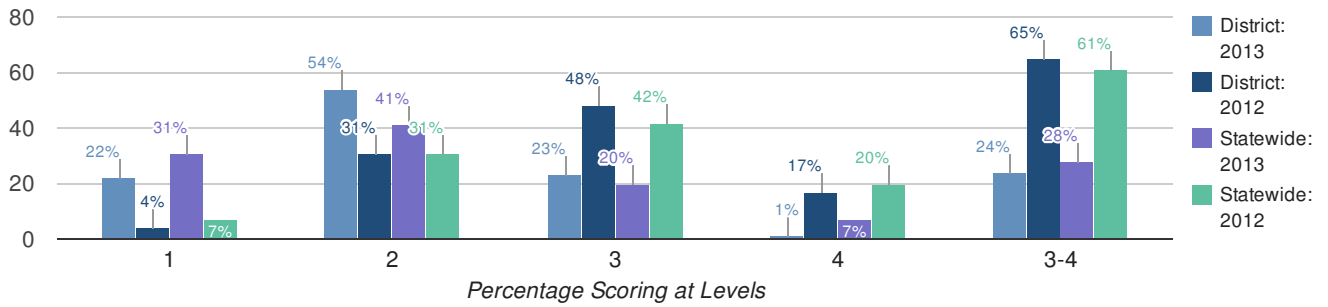


## Mean Score

2013	2012
312	688

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	201	20	44	23	12	36	200	4	13	43	41	84
General Education	173	15	43	27	14	42	168	1	10	41	48	89
Students with Disabilities	28	54	46	0	0	0	32	16	28	53	3	56
Asian or Native Hawaiian/Other Pacific Islander	33	12	36	27	24	52	20	—	—	—	—	—
Black or African American	3	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	30	—	—	—	—	—	35	14	14	46	26	71
White	135	17	46	26	11	37	141	1	12	43	44	87
Small Group Total	33	42	42	9	6	15	24	0	13	42	46	88
Female	100	20	43	26	11	37	86	2	15	40	43	83
Male	101	21	45	21	14	35	114	4	11	46	39	85
English Proficient	199	—	—	—	—	—	187	2	10	44	43	88
Limited English Proficient	2	—	—	—	—	—	13	23	46	23	8	31
Economically Disadvantaged	30	40	40	13	7	20	45	13	20	49	18	67
Not Economically Disadvantaged	171	17	44	25	13	39	155	1	10	41	48	89
Not Migrant	201	20	44	23	12	36	200	4	13	43	41	84

# Grade 8 Mathematics

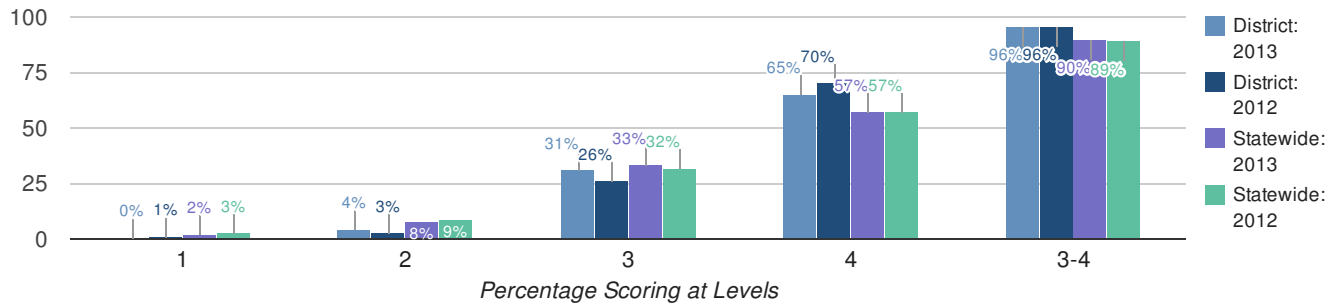


## Mean Score

2013	2012
303	682

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	196	22	54	23	1	24	192	4	31	48	17	65
General Education	171	17	56	26	1	27	159	4	24	52	20	72
Students with Disabilities	25	56	40	4	0	4	33	6	67	27	0	27
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	—	—	19	0	5	47	47	95
Black or African American	4	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	36	39	50	11	0	11	55	4	42	47	7	55
White	139	17	57	24	1	26	112	4	29	49	17	66
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	21	24	43	33	0	33	6	17	50	33	0	33
Female	82	23	52	22	2	24	94	2	27	51	20	71
Male	114	21	55	24	0	24	98	6	36	45	13	58
English Proficient	186	18	57	24	1	25	180	3	29	49	18	67
Limited English Proficient	10	100	0	0	0	0	12	17	58	25	0	25
Economically Disadvantaged	40	38	50	13	0	13	58	5	38	50	7	57
Not Economically Disadvantaged	156	18	55	26	1	27	134	4	28	47	21	68
Not Migrant	196	22	54	23	1	24	192	4	31	48	17	65

# Grade 4 Science



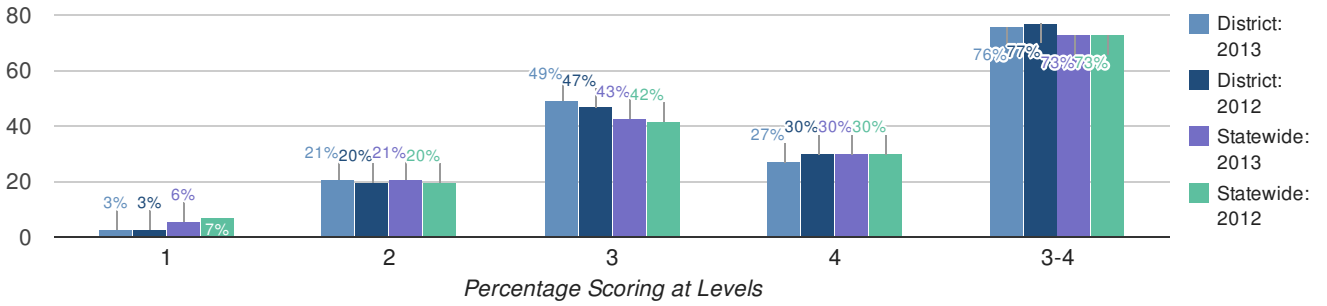
## Mean Score

2013	2012
86	86

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	203	0	4	31	65	96	188	1	3	26	70	96
General Education	168	1	1	25	74	99	149	0	3	21	76	97
Students with Disabilities	35	0	20	60	20	80	39	3	5	44	49	92
Asian or Native Hawaiian/Other Pacific Islander	27	—	—	—	—	—	22	0	0	18	82	100
Black or African American	3	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	42	2	10	52	36	88	34	3	0	35	62	97
White	130	0	2	26	72	98	126	0	3	24	73	97
Multiracial	1	—	—	—	—	—	1	—	—	—	—	—
Small Group Total	31	0	3	23	74	97	6	0	33	50	17	67
Female	98	0	5	26	69	95	82	0	1	30	68	99
Male	105	1	3	36	60	96	106	1	5	23	72	94
English Proficient	184	0	3	27	70	97	166	0	3	20	77	97
Limited English Proficient	19	5	11	74	11	84	22	5	5	68	23	91
Economically Disadvantaged	36	3	11	47	39	86	42	2	7	43	48	90
Not Economically Disadvantaged	167	0	2	28	70	98	146	0	2	21	77	98
Not Migrant	203	0	4	31	65	96	188	1	3	26	70	96

# Grade 8 Science

Data in the bar charts include those for grade 8 students who took the New York State Grade 8 Science Test and grade 8 students who took a Regents science test in lieu of this test. Mean scores and data in the table for grade 8 science include only those for grade 8 students who took the New York State Grade 8 Science Test.



## Mean Score

2013	2012
69	70

Results by Student Group	2013						2012					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	140	4	30	60	6	66	137	4	28	61	7	68
General Education	115	5	25	63	6	70	104	4	24	63	10	72
Students with Disabilities	25	0	52	44	4	48	33	3	42	55	0	55
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	7	0	0	86	14	100
Black or African American	4	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	33	15	36	39	9	48	52	6	35	56	4	60
White	94	1	27	67	5	72	72	1	26	64	8	72
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	13	0	38	62	0	62	6	17	33	33	17	50
Female	52	4	37	54	6	60	62	2	40	50	8	58
Male	88	5	26	64	6	69	75	5	19	69	7	76
English Proficient	130	2	28	64	6	70	125	2	26	64	8	72
Limited English Proficient	10	40	50	10	0	10	12	25	50	25	0	25
Economically Disadvantaged	36	14	31	50	6	56	54	4	37	54	6	59
Not Economically Disadvantaged	104	1	30	63	6	69	83	4	23	65	8	73
Not Migrant	140	4	30	60	6	66	137	4	28	61	7	68

## Grade 8 Students Taking a Regents Science Test

Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

Results by Student Group	2013					2012						
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	56	0	0	21	79	100	55	0	0	15	85	100

**Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 3**

2013	2012
3	0

**Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3**

2013	2012
3	0

**Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 4**

2013	2012
0	3

**Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4**

2013	2012
0	3

**Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 5**

2013	2012
3	3

**Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5**

2013	2012
3	3

**Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 6**

2013	2012
2	0

**Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6**

2013	2012
2	0

**Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 7**

2013	2012
1	4

**Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7**

2013	2012
1	4

**Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 8**

2013	2012
4	3

**Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8**

2013	2012
4	3



# Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

## NAEP Grade 4 Reading

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	30	33	28	9
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	19	27	36	18
Black or African American	45	34	18	3
Hispanic or Latino	44	35	17	4
White	20	33	35	12
Multiracial	*	*	*	*
Students with Disabilities	69	22	7	2
Limited English Proficient	75	21	4	*
Economically Disadvantaged	43	34	19	4

## NAEP Grade 4 Mathematics

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	18	42	33	7
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	6	25	48	21
Black or African American	33	50	16	1
Hispanic or Latino	27	49	22	2
White	9	41	42	8
Multiracial	*	*	*	*
Students with Disabilities	43	42	14	1
Limited English Proficient	54	36	10	*
Economically Disadvantaged	26	48	23	3

\*Reporting standards not met.

# Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

## NAEP Grade 8 Reading

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	24	41	30	5
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	17	33	38	12
Black or African American	37	45	17	1
Hispanic or Latino	36	45	18	1
White	14	40	40	6
Multiracial	*	*	*	*
Students with Disabilities	56	36	8	*
Limited English Proficient	80	19	1	*
Economically Disadvantaged	35	44	20	1

## NAEP Grade 8 Mathematics

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	28	40	24	8
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	14	27	33	26
Black or African American	50	38	11	1
Hispanic or Latino	44	42	12	2
White	15	41	34	10
Multiracial	*	*	*	*
Students with Disabilities	66	27	6	1
Limited English Proficient	75	21	3	1
Economically Disadvantaged	42	39	15	4

\*Reporting standards not met.

# Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

## NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93

Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93

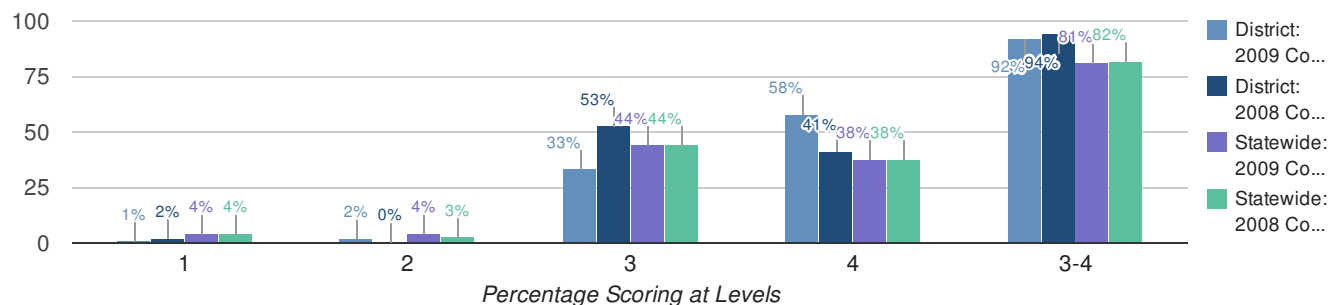
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91

Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

# Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	195	1	2	33	58	92	211	2	0	53	41	94
General Education	169	1	1	31	66	97	185	1	0	52	46	98
Students with Disabilities	26	4	8	50	8	58	26	8	4	62	8	69
Asian or Native Hawaiian/Other Pacific Islander	19	—	—	—	—	—	24	4	0	29	58	88
Black or African American	3	—	—	—	—	—	5	0	0	80	20	100
Hispanic or Latino	39	3	3	44	41	85	43	2	0	70	23	93
White	134	1	2	33	60	93	139	1	1	51	45	96
Small Group Total	22	0	0	18	82	100	0	0	0	0	0	0
Female	102	0	0	30	67	97	102	2	1	48	47	95
Male	93	2	4	37	49	86	109	2	0	58	36	94
English Proficient	192	—	—	—	—	—	206	0	0	53	42	96
Limited English Proficient	3	—	—	—	—	—	5	60	0	40	0	40
Economically Disadvantaged	24	4	4	38	46	83	47	6	0	64	30	94
Not Economically Disadvantaged	171	1	2	33	60	93	164	1	1	50	45	95
Not Migrant	195	1	2	33	58	92	211	2	0	53	41	94

# Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

Total cohort results are those for New York State Regents examinations only.

Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	195	1	4	47	46	93	211	1	1	56	39	95
General Education	169	0	1	47	53	99	185	0	0	55	44	99
Students with Disabilities	26	8	23	50	0	50	26	12	8	65	0	65
Asian or Native Hawaiian/Other Pacific Islander	19	—	—	—	—	—	24	0	0	33	58	92
Black or African American	3	—	—	—	—	—	5	0	0	80	20	100
Hispanic or Latino	39	3	3	51	38	90	43	2	0	70	26	95
White	134	1	4	52	40	93	139	1	1	55	40	96
Small Group Total	22	0	0	9	91	100	0	0	0	0	0	0
Female	102	1	2	47	49	96	102	2	1	55	41	96
Male	93	1	5	47	42	89	109	1	1	58	37	94
English Proficient	192	—	—	—	—	—	206	1	1	55	40	95
Limited English Proficient	3	—	—	—	—	—	5	0	0	100	0	100
Economically Disadvantaged	24	0	0	71	25	96	47	2	2	57	38	96
Not Economically Disadvantaged	171	1	4	44	49	92	164	1	1	56	39	95
Not Migrant	195	1	4	47	46	93	211	1	1	56	39	95

# Total Cohort Results in Secondary-Level Global History and Geography after Four Years of Instruction

Total cohort results are those for New York State Regents examinations only.

Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	195	2	3	44	48	91	211	2	1	41	52	93
General Education	169	1	0	43	54	98	185	0	1	39	59	98
Students with Disabilities	26	8	19	46	4	50	26	19	8	50	4	54
Asian or Native Hawaiian/Other Pacific Islander	19	—	—	—	—	—	24	0	0	25	67	92
Black or African American	3	—	—	—	—	—	5	0	0	80	20	100
Hispanic or Latino	39	5	3	46	38	85	43	0	5	56	35	91
White	134	1	3	46	46	92	139	4	1	37	56	94
Small Group Total	22	0	0	23	77	100	0	0	0	0	0	0
Female	102	1	1	40	55	95	102	3	1	41	53	94
Male	93	2	4	47	40	87	109	2	2	40	51	92
English Proficient	192	—	—	—	—	—	206	2	1	40	53	93
Limited English Proficient	3	—	—	—	—	—	5	20	0	80	0	80
Economically Disadvantaged	24	4	0	46	38	83	47	2	2	47	49	96
Not Economically Disadvantaged	171	1	3	43	49	92	164	2	1	39	53	92
Not Migrant	195	2	3	44	48	91	211	2	1	41	52	93

# Total Cohort Results in Secondary-Level U.S. History and Government after Four Years of Instruction

Total cohort results are those for New York State Regents examinations only.

Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	195	1	0	27	68	94	211	2	0	34	59	93
General Education	169	1	0	22	76	98	185	0	0	34	64	98
Students with Disabilities	26	4	0	58	12	69	26	19	0	38	23	62
Asian or Native Hawaiian/Other Pacific Islander	19	—	—	—	—	—	24	0	0	13	75	88
Black or African American	3	—	—	—	—	—	5	0	0	60	40	100
Hispanic or Latino	39	3	0	31	59	90	43	0	0	47	47	93
White	134	1	0	28	66	95	139	4	0	33	61	94
Small Group Total	22	0	0	9	91	100	0	0	0	0	0	0
Female	102	0	0	26	71	97	102	3	0	36	58	94
Male	93	2	0	27	65	91	109	2	0	32	61	93
English Proficient	192	—	—	—	—	—	206	2	0	34	61	95
Limited English Proficient	3	—	—	—	—	—	5	20	0	40	0	40
Economically Disadvantaged	24	4	0	38	54	92	47	2	0	36	57	94
Not Economically Disadvantaged	171	1	0	25	70	95	164	2	0	34	60	93
Not Migrant	195	1	0	27	68	94	211	2	0	34	59	93

# Total Cohort Results in Secondary-Level Science after Four Years of Instruction

Total cohort results are those for New York State Regents examinations only.

Results by Student Group	2009 Cohort						2008 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	195	2	1	44	51	95	211	0	1	46	49	95
General Education	169	0	0	41	59	99	185	0	1	44	54	98
Students with Disabilities	26	12	4	65	4	69	26	4	8	58	12	69
Asian or Native Hawaiian/Other Pacific Islander	19	—	—	—	—	—	24	0	4	21	67	88
Black or African American	3	—	—	—	—	—	5	0	0	60	40	100
Hispanic or Latino	39	5	0	59	33	92	43	0	2	56	37	93
White	134	1	1	44	51	96	139	1	1	47	50	96
Small Group Total	22	0	0	18	82	100	0	0	0	0	0	0
Female	102	1	0	45	53	98	102	1	1	50	46	96
Male	93	2	1	43	49	92	109	0	2	42	51	94
English Proficient	192	—	—	—	—	—	206	0	1	45	50	95
Limited English Proficient	3	—	—	—	—	—	5	0	20	80	0	80
Economically Disadvantaged	24	0	0	63	33	96	47	2	2	45	51	96
Not Economically Disadvantaged	171	2	1	42	54	95	164	0	1	46	48	95
Not Migrant	195	2	1	44	51	95	211	0	1	46	49	95



# Regents Examination Results (2012 - 13)

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	205	96	92	39	255	95	86	28
General Education	176	97	94	43	209	96	90	34
Students with Disabilities	29	93	76	10	46	89	67	2
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	19	95	95	63	20	100	100	45
Black or African American	5	—	—	—	7	100	86	0
Hispanic or Latino	36	92	78	36	60	87	68	12
White	144	97	94	37	168	97	91	33
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	6	100	100	17	0	0	0	0
Female	98	98	96	50	98	96	91	41
Male	107	94	88	28	157	94	83	20
English Proficient	194	98	95	41	235	98	90	31
Limited English Proficient	11	55	27	0	20	60	45	0
Economically Disadvantaged	33	85	76	33	59	88	75	14
Not Economically Disadvantaged	172	98	95	40	196	97	90	33
Migrant	0	0	0	0	0	0	0	0
Not Migrant	205	96	92	39	255	95	86	28

# Regents Examination Results (2012 - 13)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	253	99	94	30	151	95	91	42
General Education	234	99	96	33	144	97	92	44
Students with Disabilities	19	95	74	0	7	71	71	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	26	100	96	62	20	—	—	—
Black or African American	7	100	86	14	1	—	—	—
Hispanic or Latino	60	98	92	20	24	100	96	50
White	160	99	96	30	106	93	89	38
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	21	100	100	52
Female	124	99	94	31	82	94	90	45
Male	129	98	95	30	69	97	93	38
English Proficient	248	99	95	31	149	—	—	—
Limited English Proficient	5	100	80	0	2	—	—	—
Economically Disadvantaged	64	100	94	13	20	90	80	30
Not Economically Disadvantaged	189	98	95	37	131	96	93	44
Migrant	0	0	0	0	0	0	0	0
Not Migrant	253	99	94	30	151	95	91	42

# Regents Examination Results (2012 - 13)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	200	97	90	53	199	98	96	73
General Education	177	99	95	59	171	99	98	79
Students with Disabilities	23	78	48	4	28	93	89	36
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	24	—	—	—	18	100	94	89
Black or African American	4	—	—	—	4	—	—	—
Hispanic or Latino	39	100	87	31	32	100	100	66
White	133	95	92	53	144	98	96	73
Multiracial	0	0	0	0	1	—	—	—
Small Group Total	28	100	86	79	5	100	100	60
Female	80	100	95	56	98	100	99	72
Male	120	95	87	50	101	97	94	73
English Proficient	185	98	92	56	193	99	97	75
Limited English Proficient	15	80	67	7	6	83	67	0
Economically Disadvantaged	45	98	87	36	29	97	93	62
Not Economically Disadvantaged	155	97	91	57	170	99	97	75
Migrant	0	0	0	0	0	0	0	0
Not Migrant	200	97	90	53	199	98	96	73

# Regents Examination Results (2012 - 13)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	191	97	92	52	237	86	71	28
General Education	176	99	95	56	197	86	75	34
Students with Disabilities	15	73	53	7	40	83	55	3
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	28	96	96	79	15	93	87	60
Black or African American	5	100	80	0	8	63	25	25
Hispanic or Latino	34	100	82	29	73	82	59	14
White	124	97	94	55	141	88	79	33
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0	0	0
Female	78	99	95	55	107	88	73	27
Male	113	96	89	50	130	84	70	29
English Proficient	179	98	93	55	225	89	74	30
Limited English Proficient	12	92	67	17	12	25	17	0
Economically Disadvantaged	44	98	84	30	70	79	59	19
Not Economically Disadvantaged	147	97	94	59	167	89	77	32
Migrant	0	0	0	0	0	0	0	0
Not Migrant	191	97	92	52	237	86	71	28

# Regents Examination Results (2012 - 13)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	112	100	95	28	64	95	86	31
General Education	109	—	—	—	63	—	—	—
Students with Disabilities	3	—	—	—	1	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	13	100	92	15
Black or African American	1	—	—	—	1	—	—	—
Hispanic or Latino	16	100	94	19	11	—	—	—
White	81	100	95	26	39	92	85	41
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	15	100	93	47	12	100	83	17
Female	57	100	95	32	28	96	89	32
Male	55	100	95	24	36	94	83	31
English Proficient	111	—	—	—	64	95	86	31
Limited English Proficient	1	—	—	—	0	0	0	0
Economically Disadvantaged	9	100	100	44	9	89	78	11
Not Economically Disadvantaged	103	100	94	26	55	96	87	35
Migrant	0	0	0	0	0	0	0	0
Not Migrant	112	100	95	28	64	95	86	31

# Regents Competency Test Results (2012 - 13)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	5	0	7	86	0	0
General Education	0	0	0	0	0	0
Students with Disabilities	5	0	7	86	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	1	—	1	—	0	0
Hispanic or Latino	2	—	3	—	0	0
White	2	—	3	—	0	0
Multiracial	0	0	0	0	0	0
Small Group Total	5	0	7	86	0	0
Female	0	0	0	0	0	0
Male	5	0	7	86	0	0
English Proficient	4	—	4	—	0	0
Limited English Proficient	1	—	3	—	0	0
Economically Disadvantaged	2	—	2	—	0	0
Not Economically Disadvantaged	3	—	5	—	0	0
Migrant	0	0	0	0	0	0
Not Migrant	5	0	7	86	0	0

# Regents Competency Test Results (2012 - 13)

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	2	—	3	—	1	—
General Education	0	—	0	—	0	—
Students with Disabilities	2	—	3	—	1	—
American Indian or Alaska Native	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic or Latino	1	—	0	0	0	0
White	1	—	3	—	1	—
Multiracial	0	0	0	0	0	0
Small Group Total	2	—	3	—	1	—
Female	1	—	0	—	0	—
Male	1	—	3	—	1	—
English Proficient	1	—	2	—	1	—
Limited English Proficient	1	—	1	—	0	—
Economically Disadvantaged	1	—	0	—	0	—
Not Economically Disadvantaged	1	—	3	—	1	—
Migrant	0	—	0	—	0	—
Not Migrant	2	—	3	—	1	—

## New York State Alternate Assessment (NYSAA) Results (2012 - 13)

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 3 ELA	2	—	—	—	—	—
Grade 3 Math	2	—	—	—	—	—
Grade 4 ELA	5	1	0	2	2	80
Grade 4 Math	5	0	1	2	2	80
Grade 4 Science	5	0	0	1	4	100
Grade 5 ELA	8	2	1	4	1	63
Grade 5 Math	8	1	4	3	0	38
Grade 7 ELA	1	—	—	—	—	—
Grade 7 Math	1	—	—	—	—	—
Grade 8 ELA	5	0	0	0	5	100
Grade 8 Math	5	0	0	4	1	100
Grade 8 Science	5	0	0	1	4	100
Secondary-Level ELA	2	—	—	—	—	—
Secondary-Level Math	2	—	—	—	—	—



# New York State English as a Second Language Achievement Test (NYSESLAT) Results (2012 - 13)

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	38	3%	13%	45%	39%
General Education	34	—	—	—	—
Students with Disabilities	4	—	—	—	—
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	51	2%	27%	47%	24%
General Education	42	2%	21%	50%	26%
Students with Disabilities	9	0%	56%	33%	11%
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	32	0%	9%	63%	28%
General Education	24	0%	4%	58%	38%
Students with Disabilities	8	0%	25%	75%	0%
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	30	10%	13%	43%	33%
General Education	23	9%	13%	48%	30%
Students with Disabilities	7	14%	14%	29%	43%
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	21	5%	14%	48%	33%
General Education	11	0%	9%	45%	45%
Students with Disabilities	10	10%	20%	50%	20%
Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	15	13%	0%	53%	33%
General Education	9	22%	0%	33%	44%
Students with Disabilities	6	0%	0%	83%	17%
Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	11	36%	27%	27%	9%
General Education	7	—	—	—	—

Students with Disabilities	4	–	–	–	–
Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	–	–	–	–
General Education	2	–	–	–	–
Students with Disabilities	1	–	–	–	–
Grade 8	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	11	18%	36%	18%	27%
General Education	6	33%	67%	0%	0%
Students with Disabilities	5	0%	0%	40%	60%
Grade 9	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	12	25%	25%	25%	25%
General Education	12	25%	25%	25%	25%
Grade 10	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	10	0%	10%	30%	60%
General Education	7	–	–	–	–
Students with Disabilities	3	–	–	–	–
Grade 11	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	–	–	–	–
General Education	1	–	–	–	–
Students with Disabilities	1	–	–	–	–
Grade 12	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	5	0%	60%	20%	20%
General Education	3	–	–	–	–
Students with Disabilities	2	–	–	–	–

# Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI $\geq$ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	1,225	100%	✓	1,186	123	79	79
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	✓	—	32	—	✓	31	113	42	42
Hispanic or Latino	✓	✓	239	100%	✓	217	90	57	57
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	147	99%	✓	141	148	107	107
White	✓	✓	806	100%	✓	796	128	101	101
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	✓	✓	208	99%	✓	219†	61†	27	27
Limited English Proficient	✓	✓	92	99%	✓	139‡	68‡	30	30
Economically Disadvantaged	✓	✓	237	100%	✓	219	93	58	58

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1,225	100%	1,186	123
Not Black or African American	1,193	100%	1,155	123
Not Hispanic or Latino	986	99%	969	131
Not Asian or Native Hawaiian/Other Pacific Islander	1,078	100%	1,045	120
Not White	419	100%	390	113
Not Multiracial	1,224	100%	1,185	123
General Education	1,017	100%	982	138
English Proficient	1,133	100%	1,112	128
Not Economically Disadvantaged	988	99%	967	130
Male	669	99%	650	114
Female	556	100%	536	134
Migrant	0	—	0	—
Not Migrant	1,225	100%	1,186	123

✓ Yes

✗ No

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

# Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI $\geq$ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	1,225	100%	✓	1,195	121	76	76
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	✓	—	32	—	✓	31	84	34	34
Hispanic or Latino	✓	✓	239	100%	✓	222	84	55	55
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	147	100%	✓	145	150	125	125
White	✓	✓	806	100%	✓	796	128	95	95
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	✓	✓	208	100%	✓	221†	63†	30	30
Limited English Proficient	✓	✓	92	100%	✓	147‡	70‡	34	34
Economically Disadvantaged	✓	✓	237	100%	✓	222	88	55	55

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1,225	100%	1,195	121
Not Black or African American	1,193	100%	1,164	122
Not Hispanic or Latino	986	100%	973	129
Not Asian or Native Hawaiian/Other Pacific Islander	1,078	100%	1,050	117
Not White	419	100%	399	108
Not Multiracial	1,224	100%	1,194	121
General Education	1,017	100%	989	134
English Proficient	1,133	100%	1,113	126
Not Economically Disadvantaged	988	100%	973	129
Male	669	100%	655	119
Female	556	100%	540	124
Migrant	0	—	0	—
Not Migrant	1,225	100%	1,195	121

✓ Yes

✗ No

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

# Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI $\geq$ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	412	99%	✓	405	186	176	176
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	7	—	—	7	—	—	—
Hispanic or Latino	✓	✓	83	98%	✓	78	171	158	158
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	45	100%	✓	45	191	174	174
White	✓	✓	276	100%	✓	274	189	185	185
Multiracial	—	—	1	—	—	1	—	—	—
Students With Disabilities	✓	✓	70	100%	✓	73†	173†	147	147
Limited English Proficient	✓	—	32	—	✓	51‡	167‡	142	142
Economically Disadvantaged	✓	✓	81	98%	✓	76	171	160	160

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	412	99%	405	186
Not Black or African American	405	99%	398	186
Not Hispanic or Latino	329	100%	327	189
Not Asian or Native Hawaiian/Other Pacific Islander	367	99%	360	185
Not White	136	99%	131	178
Not Multiracial	411	99%	404	186
General Education	342	99%	335	189
English Proficient	380	99%	375	189
Not Economically Disadvantaged	331	100%	329	189
Male	228	99%	224	186
Female	184	99%	181	186
Migrant	0	—	0	—
Not Migrant	412	99%	405	186

✓ Yes

✗ No

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

## Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	195	98%	✓	189	174	155	155
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	5	—	—	3	—	—	—
Hispanic or Latino	✓	—	35	—	✓	34	165	126	126
Asian or Native Hawaiian/Other Pacific Islander	—	—	20	—	—	20	—	—	—
White	✓	✓	135	99%	✓	132	174	167	167
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	24	—	—	24	—	—	—
Limited English Proficient	—	—	5	—	—	3	—	—	—
Economically Disadvantaged	—	—	27	—	—	22	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	195	98%	189	174
Not Black or African American	190	98%	186	174
Not Hispanic or Latino	160	99%	155	176
Not Asian or Native Hawaiian/Other Pacific Islander	175	98%	169	172
Not White	60	98%	57	174
Not Multiracial	195	98%	189	174
General Education	171	100%	165	184
English Proficient	190	98%	186	177
Not Economically Disadvantaged	168	98%	167	175
Male	94	98%	90	161
Female	101	99%	99	186
Migrant	0	—	0	—
Not Migrant	195	98%	189	174

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

# Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI $\geq$ EAMO or Safe Harbor Target	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	195	99%	✓	189	162	134	134
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	5	—	—	3	—	—	—
Hispanic or Latino	✓	—	35	—	✓	34	150	100	100
Asian or Native Hawaiian/Other Pacific Islander	—	—	20	—	—	20	—	—	—
White	✓	✓	135	99%	✓	132	161	149	149
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	24	—	—	24	—	—	—
Limited English Proficient	—	—	5	—	—	3	—	—	—
Economically Disadvantaged	—	—	27	—	—	22	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	195	99%	189	162
Not Black or African American	190	99%	186	162
Not Hispanic or Latino	160	99%	155	165
Not Asian or Native Hawaiian/Other Pacific Islander	175	99%	169	159
Not White	60	100%	57	167
Not Multiracial	195	99%	189	162
General Education	171	100%	165	175
English Proficient	190	99%	186	164
Not Economically Disadvantaged	168	99%	167	164
Male	94	99%	90	158
Female	101	100%	99	167
Migrant	0	—	0	—
Not Migrant	195	99%	189	162

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2009 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

## Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	123	121	174	162	145
American Indian or Alaska Native	—	—	—	—	—
Black or African American	113	84	—	—	99
Hispanic or Latino	90	84	165	150	122
Asian or Native Hawaiian/Other Pacific Islander	148	150	—	—	149
White	128	128	174	161	148
Multiracial	—	—	—	—	—
Students With Disabilities	61	63	—	—	62
Limited English Proficient	68	70	—	—	69
Economically Disadvantaged	93	88	—	—	91

— There were not enough students to determine a Performance Index.



# Overall Graduation Rate for Accountability

All accountability groups made AYP: **YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination.

## Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	210	94%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	✓	42	90%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	24	—	—	—
White	✓	139	96%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	26	—	—	—
Limited English Proficient	—	5	—	—	—
Economically Disadvantaged	✓	46	93%	80%	80%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

## Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	203	95%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	8	—	—	—
Hispanic or Latino	✓	33	88%	80%	67%
Asian or Native Hawaiian/Other Pacific Islander	—	16	—	—	—
White	✓	146	96%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	46†	85%†	80%	75%
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	—	19	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## Graduation Rates for Non-AYP Groups for Accountability

Results for the following groups are NOT used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	210	94%	203	95%
Not Black or African American	205	94%	195	94%
Not Hispanic or Latino	168	95%	170	96%
Not Asian or Native Hawaiian/Other Pacific Islander	186	95%	187	95%
Not White	71	90%	57	91%
Not Multiracial	210	94%	203	95%
General Education	184	97%	161	97%
English Proficient	205	96%	200	95%
Not Economically Disadvantaged	164	95%	184	95%
Male	109	93%	108	93%
Female	101	96%	95	97%
Migrant	0	—	0	—
Not Migrant	210	94%	203	95%

— There were fewer than 30 students in the cohort.

## Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2008 Graduation-Rate Total Cohort members who graduated as of August 31, 2012 with:

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
63%	30%	YES
Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
0%	3%	NO

## Glossary of Terms - Report Cards Data

<b>Alternative High School Equivalency Preparation Program (AHSEPP)</b>	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
<b>Attendance Rate</b>	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
<b>Average Class Size</b>	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
<b>Completers</b>	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
<b>Core Classes</b>	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
<b>Disability Status</b>	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
<b>Dropouts</b>	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
<b>Economically Disadvantaged</b>	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
<b>Free and Reduced-Price Lunch (FRPL)</b>	Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.
<b>Gender</b>	Gender of the student being reported, as identified by the parent/guardian.
<b>Grade Level</b>	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

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**Graduates**

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

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**High School Completers**

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

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**Highly Qualified Teachers**

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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**Limited English Proficiency**

Limited English proficient students are those who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score below a State-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) for initial identification or are identified as such using the New York State Identification Test for English Language Learners (NYSITELL) or, for subsequent years, score below a State-designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

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**National Assessment of Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

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**New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with

disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

### **New York State English as a Second Language Achievement Test (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

### **New York State Testing Program (NYSTP)**

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

### **Non-completers**

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

### **Out of Certification**

The Percent Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

### **Performance Levels**

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

### **Race/Ethnicity**

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

### **Recently Arrived LEP Students**

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

### **Regents Competency Tests**

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest

score is included in the annual results.

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**Regents Examinations**

Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.

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**Staff Counts**

Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.

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**Suspensions**

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

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**Teacher Turnover Rate**

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teacher turnover data are lagged one year because they must be compared to prior year data.

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**Total Cohort**

A secondary-level total cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. For more detailed information on cohort definitions, see the [SIRS Manual](#).

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# Glossary of Terms - Accountability Data

## Overview of Accountability Data in New York State Report Cards

Accountability data in the New York State Report Cards includes participation rates, performance data (Performance Indices), and graduation rates. Performance Indices (PIs) and Adequate Yearly Progress (AYP) determinations are used to assist in identifying districts and schools as Reward, Focus, and Priority under the Elementary and Secondary Education Act (ESEA) waiver. District/school identifications are available on our [ESEA Accountability Designations page](#). Explanations of how data are used to make identification are available on our [Accountability Designation Materials](#) page. For more information, contact the [Office of Accountability](#).

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see the [ESEA Flexibility Waiver](#).

## Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1. Elementary/middle-level (grades 3-8) English Language Arts (ELA)
2. Elementary/middle-level (grades 3-8) Mathematics
3. Elementary/middle-level (grades 4 and 8) Science
4. Secondary-level (grades 9-12) ELA
5. Secondary-level (grades 9-12) Mathematics
6. Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

## Standards for English Language Arts, Mathematics, and Science

**Participation:** In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

**Performance:** In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

## Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see [Understanding Accountability in New York State](#).

<b>BEDS Day</b>	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
<b>Cohort</b>	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the <a href="#">SIRS Manual</a>.</p> <p><b>Accountability Cohort:</b> Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p><b>Graduation-Rate Total Cohort:</b> Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
<b>Effective Annual Measurable Objective (EAMO)</b>	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the <a href="#">New York State Accountability</a> page under the header "Annual Measurable Objectives."
<b>Graduation Rate</b>	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
<b>Medically Excused</b>	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
<b>Performance Index (PI)</b>	<p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p><b>Elementary/middle-level ELA/math:</b> Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: <math display="block">\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100</math></p> <p><b>Elementary/middle-level science:</b> Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: <math display="block">\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100</math></p> <p><b>Secondary-level ELA/math:</b> Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: <math display="block">\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100</math></p>
<b>Progress Target</b>	<p><b>Elementary/middle-level science:</b> A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.</p> <p><b>Four-year Graduation Rate:</b> The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target: <math display="block">[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}</math></p> <p><b>Five-year Graduation Rate:</b> The Progress Target for the current five-year graduation-rate total cohort is</p>

a 20% gap reduction in the graduation rate of the previous year's five-year graduation-rate total cohort. The following equation is used to determine the current five-year graduation-rate total cohort progress target:  $[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort}$ .

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### **Safe Harbor Target**

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula:  $\text{Previous Year's PI} + (200 - \text{the Previous Year's PI}) \times 0.10$ .

(Note: Due to modifications to the 2012-13 elementary/middle-level ELA and math assessments, 2012-13 Safe Harbor Targets for these measures were determined using alternate methods.)

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### **Unweighted Combined PI**

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160:  $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$ .